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ABSTRACT

Language arts course statements for grades 7 through 12 are presented in this curriculum guide. Content areas for each grade level are as follows: grade 7--reading, writing, and spelling, with certification required in reading; grade 8--reading, writing, and spelling; grade 9--writing, speaking, and listening, with certification required in each area; grade 10--writing (description, narrative, and exposition); grade 11--writing (exposition and third person form); and grade 12--writing and literature. Course statements are provided for the following areas: reading and writing analysis, speech, drama, basic skills, journalistic writing, the novel, the short story, poetry, language study, college preparatory English, senior English, Shakespeare, school yearbook, school newspaper, global studies, humanities, reading, and writing. The statements indicate grade level, length of course, term hours, and prerequisites and provide course overviews and goals. (HOD)

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Parkrose Public Schools
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LANGUAGE ARTS CURRICULUM GUIDE

Parkrose Middle School
Parkrose High School

Second Edition, 1981

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INTRODUCTION

A district must include language arts/English in its K-12 curriculum to satisfy units of credit, state goals and its own district goals. In Parkrose, 3 1/3 terms of credit are required to meet graduation requirements. Each student will complete the equivalent of two years of direct instruction in written composition. The purpose being to develop and practice writing skills in the classroom setting. One additional credit must be earned to satisfy the 3 years of required English.

In addition to units of credit, writing competencies shall be verified beginning at the 9th grade. They are included as a graduation requirement to be certain that students are clear about writing expectations to be reached by the end of 12 years of schooling.

The final 1/3 unit of credit (1 term) shall be earned in Speech at the 9th grade. This course contains the required speaking and listening competencies which must be met in order to receive a diploma.

The required sequence is as follows:

9th Grade - 3 terms of Themes in Writing I
- 1 term of Speech

10th Grade - 3 terms of Themes in Writing II

11th Grade - 3 terms of Themes in Writing III

Language Arts is also required in the district's middle school. In the seventh grade, a three-period block-of-time class consisting of Reading, English and Social Studies is required. A year-long class of Language Arts skills is required of all eighth graders.

LANGUAGE ARTS DEPARTMENT PROGRAM GOALS, K-12

Revised, March 21, 1974

1.1 The student analyzes, interprets, and evaluates purposes of communication through critical listening as a basis for making decisions and forming judgments.

1.2 The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

1.3 The student comprehends the printed material needed to succeed in his/her educational, vocational, social, and personal interests and inquiries.

1.4 The student writes honestly, creatively, and clearly.

1.5 The student analyzes, interprets and evaluates purposes of communication through critical reading, observing, and listening as a basis for making daily decisions and forming judgments.

1.6 The student responds subjectively, analytically, and evaluatively to literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

1.7 The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

1.8 The student recognizes that ideas are expressed in many ways: in varieties of dialects, jargons, styles, usage levels, and points of view.

1.9 The student understands that language adapts to the needs of people through time.

1.10 The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

1.11 The student understands that his/her experience in the world in given meaning and shape by his/her language.

Secondary Language Arts

1. Content

Grade Level	Content Priorities	Certification*
7th	Reading, Writing, Spelling	Reading
8th	Reading, Writing, Spelling	
9th	Writing, Speaking, Listening	Writing, Speaking, Listening
10th	Writing: (description, narrative, exposition)	
11th	Writing: (exposition, 3rd person form)	
12th	Writing, Literature, electives	

2. Enrollment

Students shall be enrolled in courses pertinent to their needs, particularly in meeting graduation requirements. The elective program is primarily designed for those students who have met these requirements.

3. General

The required sequence is as follows:

9th Grade - 3 terms of Themes in Writing I
- 1 term of Speech

10th Grade - 3 terms of Themes in Writing II

11th Grade - 3 terms of Themes in Writing III

* Indicates level of primary responsibility - certification may take place whenever the student satisfies the performance level specified by graduation requirements.

GRADUATION REQUIREMENTS

COMPONENT PERSONAL DEVELOPMENT

SUB-AREA 1.0 COMMUNICATION (LISTEN, SPEAK READ, WRITE, ANALYZE)

Program Goal

1.1 The student analyzes, interprets, and evaluates purpose of communication through critical listening as a basis for making decisions and forming judgments.

COMPETENCIES	INDICATORS
The Student:	The Student:
1.1.1 is able to listen critically.	1.1.1.1 given a setting (pictures, etc.) of people with widely differing appearance, will analyze how one's emotions might interfere with comprehension of the speaker's point-of-view.
	1.1.1.2 after listening to selected oral presentations, will describe key words that helped to determine each speaker's purpose.
	1.1.1.3 after listening to a story, will summarize its plot.
	1.1.1.4 after listening to a speech, will summarize its major points.
1.1.2 is able to analyze oral communications.	1.1.2.1 given the opportunity to listen to a speaker, will be able to analyze and evaluate the presentation.

1.2 The student adapts his/her speech to different purposes, audiences, and communication forms, using the mechanics and conventions of speech appropriately to assure accuracy and clarity.

COMPETENCIES	INDICATORS
The Student:	The Student:
1.2.1 is able to compose speeches.	1.2.1.1 will formulate an outline for a speech.
	1.2.1.2 using the outline formulated in indicator 1.2.1.1, will write a speech developed in a logical order.
1.2.2 is able to deliver speeches.	1.2.2.1 will relate a personal experience in a logical order.
	1.2.2.2 given role-playing assignments (addressing a service group, or reporting to a group of children), will modify his/her manner of presentation to suit each audience.
	1.2.2.3 given a task such as explaining how to operate a voting machine, change a tire, or cook a meal, will use verbal and nonverbal cues to enhance his/her explanation.
	1.2.2.4 given a task, such as persuading people to vote, will use a logical or emotional appeal in the presentation.
1.2.3 knows the basic rules of parliamentary procedure.	1.2.3.1 is able to participate in a meeting and follow rules of order.
	1.2.3.2 is able to carry through a main motion.
	1.2.3.3 is able to relate the purpose of parliamentary procedure.
	1.2.3.4 is able to list the duties of the chairperson.

COMPETENCIES	INDICATORS
The Student:	The Student:
1.2.4 is able to demonstrate effective techniques in oral communications.	1.2.4.1 given the task, will demonstrate the ability to use voicing techniques (inflection, intonation, articulation, expression, etc.) so that he/she is heard and understood by the group.
	1.2.4.2 given a passage to read, will read it, using voicing techniques so that he/she is heard and understood by the group.
	1.2.4.3 given a series of simulated interviews with persons in such positions as credit manager, banker, teacher, tax consultant, employer, policeman, or librarian, will: 1. phrase questions to elicit needed information. 2. formulate answers to provide relevant or requested information.

1.3 The student comprehends the printed material needed to succeed in his/her educational, vocational, social and personal interests and inquiries.

COMPETENCIES	INDICATORS
The Student:	The Student:
1.3.1 is able to comprehend the author's main idea.	1.3.1.1 after reading a minimum of five selections, (approximate 8th-grade level), will identify the main idea in each. (80% accuracy)
1.3.2 is able to comprehend an author's organizational plan, and the presentation of subordinate details to support the main idea.	1.3.2.1 given a minimum of two selections and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy)
1.3.3 is able to order events, ideas, or time sequentially in selected reading.	1.3.3.1 given a minimum of two selections, will identify the sequential order of events, ideas or time. (80% accuracy)

COMPETENCIES	INDICATORS
The Student:	The Student:
1.3.4 is able to draw relationships from material read.	1.3.4.1 given a selection and a number of responses for each, will identify the response best related to the selection. (80% accuracy)
1.3.5 is able to comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.	1.3.5.1 given five selections containing words to be defined, will identify the meaning of each. (80% accuracy)
1.3.6 is able to draw inferences from material read.	1.3.6.1 given three selections and a list of conclusions, will identify the most suitable inference implied. (80% accuracy)

1.4 The student writes honestly, creatively, and clearly, adapting his/her writing to different purposes, audiences and communication forms, using the mechanics and conventions of writing appropriately to assure accuracy and clarity in communication.

COMPETENCIES	INDICATORS
The Student:	The Student:
1.4.1 can place punctuation and capitalization marks where they apply in written discourse.	1.4.1.1 given a sample of writing without capitalization and punctuation, will be able to provide capitals, commas, periods, question marks, apostrophes in contraction and apostrophes in possession. (80% accuracy)
1.4.2 can spell the basic words of English.	1.4.2.1 will be able to spell 20 words randomly selected from the Dale Word List of 3,000 familiar words. (90% accuracy)
1.4.3 can write complete sentences.	1.4.3.1 will be able to write 10 complete sentences which are neither fragmented nor run together by using appropriate capitalization and punctuation. (80% accuracy)

COMPETENCIES	INDICATORS
The Student:	The Student:
1.4.4 can write coherent paragraphs.	1.4.4.1 will be able to write three out of 4 consecutive paragraphs of at least six sentences each describing or interpreting three chosen images. (The paragraphs will have no title, but each will contain a single topic statement. The paragraph will contain complete sentences, no confusion of pronoun and antecedent, and no more than one spelling error).

Seventh Grade Language Arts Outline

Emphasis on: Reading, Writing, Spelling

General areas to be covered:

I. Descriptive Writing

- senses
- topic sentences
- paragraphing
- revision
- punctuation and capitalization
- third person
- proofreading

II. Narrative Writing

- dialogue
- topic sentences
- paragraphing
- revision
- punctuation and capitalization
- first and third person
- proofreading

III. Reporting

- narrowing topic
- library usage
- notetaking
- use of outline

IV. Poetry: Writing simple forms

V. Spelling and Vocabulary

VI. Reading (competency goals)

PLANNED COURSE STATEMENT

Department Language Arts **Area(s) of Study** Reading, Writing, Spelling

Course Title Seventh Grade Language Arts **Course Number** 10-07

Length of Course 1 year **No. of Credits** 1 **Grade Level(s)** 7

Prerequisite(s) None **Credit by Exam Available?** ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Emphasis will fall on reading, writing, and spelling in that order of priority. Reading will include six skill areas in which students will be tested at the year's end for minimum high school graduation competencies. Writing will include description, narration, reporting, and poetry. Spelling and vocabulary complete the broad areas of the language arts spectrum in this course.

Areas taught previously will be maintained and taught as needed: punctuation, capitalization, library usuage, and dictionary skills.

Although valuing the language arts does not appear in the course goals below, values will be considered.

Course Goals:

I. General Language Concepts

a. The student knows the elements of the communication process and their relationships: sender, receiver, message, and medium.

b. The student knows that every symbol in a language has a range of meanings.

c. The student knows that dependent upon context, words express concepts on levels from specific to general.

II. Spelling Vocabulary

a. The student is able to spell those words which he/she uses in his/her course of study.

b. The student knows the meanings of those words which he/she uses in his/her course of study.

III. Writing

A. General

a) The student can narrow a topic for writing.

b) The student is able to write out of his or her experience, internal as well as external.

c) The student is able to generate material for his or her topic by reading, by thinking creatively and analytically, by observing, and by talking with others.

d) The student knows how to write either first person or third person.

B. Sentences

The student is able to write sentences omitting constructions that are frequently inappropriate: run-on sentences, sentence fragments, faulty tense changes, nonagreement, and using pronouns with no antecedent.

C. Paragraphs

The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.

D. Descriptive Writing

a) The student knows that the source and appeal of descriptive writing is in the senses.

b) The student is able to use personal observation to provide authentic details for descriptive writing.

c) The student knows that descriptive writing usually contains more modifiers and frequently a more rambling sentence structure, than other forms of writing.

E. Narrative Writing

a) The student knows that a narrative tells a story.

b) The student knows how to write dialogue that is acceptable as an adequate representation of natural speech.

c) The student knows how to write a narrative based partly or wholly upon his or her own experience.

F. Report Writing

a) The student is able to write a report that is concise in language and form, unified in thought, consistent in style, and accurate in information.

b) The student is able to take notes from his/her reading and from lectures using mnemonic devices appropriate to the content and his/her purpose: outlines, key terms, questions, etc.

c) The student is able to use a tentative outline as a guide for writing.

C. Proofreading and Revision

a) The student is able to proofread to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation; and to check legibility or typing accuracy.

b) The student knows that written work is generally never completed with the first draft--that a critical examination which must follow will indicate a need for some editing.

c) The student knows how to identify pronouns in the first draft which have no identifiable referent in the text, and to rewrite accordingly.

d) The student knows how to change shifts in person (first, second, third) to the one most consistent with the needs and purposes of the writing.

IV. Poetry

a. The student is able to express ideas in simple forms of verse such as haiku, a couplet, a quatrain, a limerick, or a cinquain.

b. The student is able to use observation and honest personal response in expressing himself or herself in poetry.

c. The student is able to use some of the musical qualities of poetry in original verse (e.g., rhythmical phrasing, rhyme, meter, alliteration, onomatopoeia).

V. Reading

a. The student is able to comprehend the author's main idea.

b. The student is able to comprehend an author's organizational plan, and the presentation of subordinate details to support the main idea.

c. The student is able to order events, ideas, or time sequentially in selected reading.

d. The student is able to draw relationships from material read.

e. The student is able to comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.

f. The student is able to draw inferences from material read.

Eighth Grade Language Arts Outline

Emphasis on: Reading, Writing, Spelling

General areas to be covered:

I. Descriptive Writing

- topic sentence
- paragraphing-interrelated paragraphs
- third person
- punctuation and capitalization
- pronoun-antecedent agreement
- revision
- proofreading

II. Expository Writing (explaining)

- process
- first-third person
- revision
- proofreading
- pronoun-antecedent agreement

III. Syntax (sentence structure)

- terms
- subject predicate

IV. Spelling and Vocabulary

V. Literature

- know text literally
- analyze major ideas
- know terminology

(taught in setting of folk literature, myths, folk tales, parables, legends, tall tales, short stories, biographies, essays, or poetry)

VI. Analysis (through reading)

- inferences
- author's viewpoint

PLANNED COURSE STATEMENT

Department Language Arts **Area(s) of Study** Reading, Writing, Analysis

Course Title Eighth Grade Language Arts **Course Number** 10-08

Length of Course 1 year **No. of Credits** 1 **Grade Level(s)** 8

Prerequisite(s) None **Credit by Exam Available?** ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Priority will go to reading, writing, and spelling in that order. Students who have not met minimum high school graduation competencies in reading will work in one or more of six skills areas. Other students will extend these skills, particularly critical, interpretative, and analytical, and will choose other activities, such as exploration or improving reading rate. Descriptive and expository writing make up the writing portion of the course, along with basic syntax, capitalization, and punctuation. Analysis will appear largely within the context of literature/reading.

Valuing the language arts does not occur in the course goals below; however, teachers will give valuing consideration, particularly within the framework of introductory literature, which completes major areas of the course.

Course Goals:

I. General Language Concepts

a. The student knows the elements of the communication process and their relationships: sender, receiver, message, and medium.

b. The student knows that every symbol in a language has a range of meanings.

c. The student knows that beneath its infinite variations language is regular and systematic.

d. The student knows that dependent upon context, words express concepts on levels from specific to general.

II. Syntax

a. The student knows the following parts of speech terms and how they relate to the English sentence.

noun
pronoun
adjective
verb
adverb
preposition and prepositional phrase
conjunction
interjection

b. The student knows the English sentence has two major parts: the subject and predicate.

III. Punctuation

The student knows the use of basic punctuation necessary for writing.

IV. Capitalization

The student knows the use of basic capitalization necessary for writing.

V. Spelling and Vocabulary

a. The student knows the meaning of those words which he/she uses in his/her course of study.

b. The student is able to spell those words which he/she uses in his/her course of study.

VI. Writing

A. General

a) The student is able to generate material for his or her topic by reading, by thinking creatively and analytically, by observing, and by talking with others.

b) The student knows that in coherent and unified writing the sentences and paragraphs are interrelated and connected.

c) The student knows how to write either in the first or third person.

B. Sentences

The student is able to write sentences omitting constructions that are frequently inappropriate: run-on sentences, sentence fragments, faulty tense changes, nonagreement, and using pronouns with no antecedent.

C. Paragraphs

The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.

D. Expository Writing

The student is able to write a process paper: one which describes in detail the characteristics and functions of the stages or steps in a process.

E. Descriptive Writing

The student is able to present descriptive and narrative writing with a major purpose (i.e., of depicting character by means of a biography, a diary, a dialogue, or a character sketch.)

F. Notetaking

The student is able to take notes from his/her reading and from lectures using mnemonic devices appropriate to the content and his/her purpose: outlines, key terms, questions, etc.

G. Proofreading and Revision

a) The student is able to proofread to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation; and to check legibility or typing accuracy.

b) The student knows that written work is generally never completed with the first draft--that a critical examination, which must follow, will indicate need for some editing.

c) The student knows how to identify pronouns in the first draft which have no identifiable referent in the text, and to rewrite accordingly.

d) The student knows how to change shifts in person (first, second, third) to the one most consistent with the needs and purposes of the writing.

VII. Literature

a. The student knows how to read literary text literally (i.e., know what, where, and who: the story vs plot).

b. The student is able to respond subjectively. (to a literary work)

c. The student is able to support a subjective response (i.e., explain why the book was liked or disliked--beyond the "it was dumb" level).

d. The student knows how to analyze major ideas about character, plot, and events in a literary text.

e. The student knows the terminology needed to analyze literature: plot, character, theme, setting, tone, point of view, fiction, nonfiction.

Note to teacher:

The above may be taught in the setting of folk literature, myths, folk tales, fables, parables, legends, tall tales, short stories biographies, essays, or poetry.

VIII. Analysis

a. The student is able to select words, phrases, and sentences to support what he/she believes to be an author's attitude toward a subject.

b. The student can determine the effect which the author's style tends to have on the reader.

c. The student is able to infer an author's attitude toward a character by what an author shows the character doing, saying, and thinking; by what he/she shows other characters doing, saying, and thinking about the character; and by what he/she tells the reader about the character directly.

d. The student knows how to identify and interpret various levels of meaning in what he/she reads.

Note to teacher:

The above may easily be taught in conjunction with, for example, literature/reading.

IX. Reading

a. The student is able to comprehend the author's main idea.

b. The student is able to comprehend an author's organizational plan, and the presentation of subordinate details to support the main idea.

c. The student is able to order events, ideas, or time sequentially in selected reading.

d. The student is able to draw relationships from material read.

e. The student is able to comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.

f. The student is able to draw inferences from material read.

PLANNED COURSE STATEMENT

Department Language Arts **Area(s) of Study** Speech

Course Title Speech Survey **Course Number** _____

Length of Course 1 term **No. of Credits** none **Grade Level(s)** 7

Prerequisite(s) None **Credit by Exam Available?** ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This is an introduction to the exciting world of oral communication. You will get better acquainted with yourself by finding out what kind of voice you have, how you sound to others and how to use your voice to convey your thoughts and feelings. Other activities will include group discussions, acting together and telephone conversations.

Course Goals: The student will:

1. Release inhibitions caused by the speaker-audience experience.
2. Establish rapport between student and teacher prior to taking required courses.
3. Establish peer relationships that enhance audience participation.
4. Expose students to the elective communications skills classes.
5. Provide the opportunity for exploring the field of communication in the world of work.
6. Provide intrapersonal experience so students will have a better understanding of self.

PLANNED COURSE STATEMENT

Department Performing Arts **Area(s) of Study** Drama

Course Title Beginning Acting **Course Number** _____

Length of Course 1 term **No. of Credits** 5 **Grade Level(s)** 8

Prerequisite(s) None **Credit by Exam Available?** ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Students will be introduced to the basics of drama and acting by utilizing the five senses, music, art, improvisations, pantomimes, vocal exercises and oral interpretation, movement and play analysis in order to increase their observation, concentration, awareness, and imagination. Emphasis is placed on performance rather than lecture, or written work. This may be a continuous course throughout the year or a student may enroll on a one term basis. Different production activities will be introduced each term.

Course Goals:

The student will:

1. Gain confidence in front of an audience.
2. Realize their abilities and capabilities as an individual.
3. Increase awareness of themselves, others, and all that surrounds them.
4. Heighten their imagination through the use of music and art.
5. Learn to think quickly.
6. Learn to work with others.
7. Become knowledgeable of stage terms and types of stages.
8. Learn to analyze how a script is written.
9. Become acquainted with movement and body control.
10. Learn how to use their voices effectively.
11. Become aware of space and body gestures through pantomime.

PLANNED COURSE STATEMENT

Course Title Basic Skills I (Selective) Department Language Arts

Length of Course 12 weeks Term Hours 5 Grade Level 9-12

Prerequisites None Credit by Exam Available? ____Yes X No

* * * *

COMPETENCIES	INDICATORS
The Student:	The Student:
1.3.3 will identify the order of events, ideas, or time sequentially in selected reading.	1.3.3.1 given a minimum of two selections, will identify the sequential order of events, ideas or time. (80% accuracy)
1.3.4 will draw relationships from material read.	1.3.4.1 given a selection and a number of responses for each, will identify the response best related to the selection. (80% accuracy)
1.3.5 will comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.	1.3.5.1 given five selections containing words to be defined, will identify the meaning of each. (80% accuracy)
1.3.6 will draw inferences from material read.	1.3.6.1 given three selections and a list of conclusions, will identify the most suitable inference implied. (90% accuracy)

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Basic Skills II (Selective) Department English

Length of Course 36 (weeks) Term Hours 15 Grade Level 9-12

Prerequisites None Credit by Exam Available? ____Yes ____No

* * * *

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Themes in Writing I (Required) Department English

Length of Course 1 year Term Hours 15 hours Grade Level 9

Prerequisites _____ Credit by Exam Available? _____Yes _____No

* *

Course Overview:

To achieve minimum competence in writing, as measured by the Parkrose Writing Test, will be the major task of this class. Students will be encouraged to progress beyond minimum competence, and many types of writing assignments, involving description and narration, will be given to achieve this end. Additionally, so that the students may model their own writing after professional writers, five major and numerous shorter literary works will be studied.

Course Goals

The Student will demonstrate ability:

1. to write in the proper format the following informal social forms: messages, directions, personal letters.
2. to write dialogue in a conventional form.
3. to write descriptively by using details and images to create a unity of impression.
4. to write a biographical or autobiographical sketch substantiated by appearance, behavior, or response to given events.
5. to write description and narration in a biography, a diary, a dialogue, and a character sketch.
6. to organize single and multi-paragraph descriptive and narrative themes from the first person participant and observer point of view, using the following patterns:
    a. chronological development
    b. spatial
    c. explanation of a process
    d. illustrative anecdote/generalization
7. to write complex sentences using a variety of phrases and clauses, especially demonstrating competence in the use of prepositional phrases, infinitive phrases, and adjective clauses and clusters.
8. to refine their use of compound sentences.
9. to employ the protocols of writing (i.e., spelling, punctuation, capitalization, usage, format).
10. to proofread, edit, and revise personal compositions.
11. to use literature selections as models for their own writing.

Themes in Writing I (continued)

The Student will demonstrate ability:

12. to apply the analytical terminology of the Parkrose literary glossary to a variety of literary forms.
13. to read examples of each of the following forms of literature: essays poetry, short stories, plays, novels.
14. to read literature from different historical periods and from different cultures.

Reference and Research

The Student will:

1. observe Media Center Rules and etiquette.
2. be able to locate materials in the high school library.
3. be able to use the high school's card catalog.
4. be able to locate information given on a book's title page.
5. know the various uses of a dictionary and be adept at the use of it.
6. be able to use high school English usage handbooks.

(English Grammar and Composition or Grammar and Writing)

PLANNED COURSE STATEMENT

Department English Area(s) of Study Speech

Course Title Speech Course Number

Length of Course 12 weeks No. of Credits 5 Grade Level(s) 9

Prerequisite(s) none Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will improve the student's ability to compose and to deliver speeches. will improve the student's ability to think and to listen critically, and will increase the student's understanding of the social functions of speech. It is required of all Freshmen in order to satisfy speaking and listening competencies.

COMPETENCIES		INDICATORS	
The Student:		The Student:	
1.1.1	is able to analyze oral communications.	1.1.1.1	given the opportunity to listen to a speaker, will be able to analyze and evaluate the presentation.
1.2.2	is able to compose speeches.	1.2.2.1	will formulate an outline for a speech.
		1.2.2.2	using the outline formulated in indicator 1.2.2.1, will write a speech developed in a logical order.
1.2.3	is able to deliver speeches.	1.2.3.1	will relate a personal experience in a logical order.
		1.2.3.2	given role-playing assignments (addressing a service group, or reporting to a group of children), will modify his/her manner of presentation to suit each audience.
		1.2.3.3	given a task such as explaining how to operate a voting machine, change a tire, or cook a meal, will use verbal and nonverbal clues to enhance his/her explanation.

Speech (continued)

COMPETENCIES	INDICATORS
The Student:	The Student:
	1.2.3.4 given a task, such as persuading people to vote, will use a logical or emotional appeal in the presentation.
1.2.4 is able to demonstrate effective techniques in oral communication.	1.2.4.1 given the task, will demonstrate the ability to use voicing techniques (inflection, intonation, articulation, expression, etc.) so that he/she is heard and understood by the group.
	1.2.4.2 given a passage to read, will read it, using voicing techniques so that he/she is heard and understood by the group.

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Themes in Writing II - A (Required) Department English

Length of Course 1 year Term Hours 15 hours Grade Level 10

Prerequisites _____ Credit by Exam Available? ____Yes ____No

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The Student will demonstrate ability:

14. to write complex sentences using a variety of phrases and clauses, especially demonstrating competence in the use of participial phrases, gerund phrases, and adverb clauses.
15. to write sentences with cumulative structure.
16. to employ the protocols of writing (i.e., spelling, punctuation, capitalization, usage format).
17. to proofread, edit, and revise personal compositions.
18. to use literature selections as models for their own writing.
19. to apply the analytical terminology of the Parkrose literary glossary to a variety of literary forms.
20. to read examples of each of the following forms of literature: essays, poetry, short stories, plays, novels.
21. to read literature from different historical periods and from different cultures.

Reference and Research

The Student will demonstrate ability:

1. to use a book's table of contents, index and glossary.

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Themes in Writing II - B (Required) Department English

Length of Course 1 year Term Hours 15 hours Grade Level 10

Prerequisites _____ Credit by Exam Available? _____Yes _____No

* *

Course Overview:

This class will work with students to ensure they become minimally competent in all of the skills of writing necessary for graduation. Writing narration and description will be emphasized with only a minimal amount of exposition. Attention will be paid to developing the students' use of and sensitivity to language, particularly as it applies to comprehensible, clear writing. Selections of literature will be used as models to help the students attain competence.

Course Goals

The Student will demonstrate ability:

1. to write in a proper form business letters.
2. to write a summary of appropriate length for the material.
3. to write descriptively by using details and images to create a unity of impression.
4. to write in a biographical sketch qualities of character substantiated by appearance, behavior, or response to given events.
5. to write description and narration in a biography, a diary, a dialogue, or a character sketch.
6. to write a process paper: one which describes in detail the characteristics and functions of the stages or steps in a process.
7. to use expository techniques in answering essay questions.
8. to write essays which combine description, narration, exposition, and/or argumentation.
9. to write a well-organized formal essay which develops an idea, defines an opinion, or interprets a literary work.
10. to use a tentative outline as a guide for writing.
11. to choose a topic.
12. to write for an audience.
13. to organize single and multi-paragraph themes from the first person particpant and observer point of view, using the 9th-grade patterns, plus the following patterns:
    a. order of importance
    b. comparison and contrast
    c. definition
    d. cause/effect

Themes in Writing II - B (continued)

The Student will demonstrate ability:

14. to write complex sentences using a variety of phrases and clauses, especially demonstrating competence in the use of participial phrases, gerund phrases, and adverb clauses.

15. to write sentences with cumulative structure.

16. to employ the protocols of writing (i.e., spelling, punctuation, capitalization, usage format).

17. to proofread, edit, and revise personal compositions.

18. to use literature selections as models for their own writing.

19. to apply the analytical terminology of the Parkrose literary glossary to variety of literary forms.

20. to read examples of each of the following forms of literature: essays, poetry, short stories, plays, novels.

21. to read literature from different historical periods and from different cultures.

Reference and Research

The Student will demonstrate ability:

1. to use a book's table of contents, index and glossary.

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Themes in Writing III (Required) Department English

Length of Course 1 year Term Hours 15 hours Grade Level 11

Prerequisites _____ Credit by Exam Available? _____Yes _____No

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Course Overview:

Writing exposition will be the focus of this class. Attention will be paid to using primary and secondary sources in writing assignments, and the students will learn to write from a third person point-of-view. Selections of contemporary literature will be used as models for students to emulate, and students will write essays analyzing the literature they read.

Course Goals

The Student will demonstrate ability:

1. to write a well organized formal essay.
2. to use a tentative outline as a guide for writing.
3. to use analysis to develop a theme.
4. to use primary and secondary sources of information in his/her writing.
5. to write paragraphs in organizational patterns already learned but from a third person point-of-view. The student will demonstrate an ability to write from both first and third person point-of-view multi-paragraph papers that combine various organizational patterns learned in 9th and 10th grade.
6. to review the use of sentence combining and expanding.
7. to write complex sentences using a variety of phrases and clauses, especially demonstrating competence in the use of absolutes and noun clusters.
8. to employ the protocols of writing (i.e., spelling, punctuation, capitalization, usage, format).
9. to proofread, edit, and revise personal compositions.
10. to use literature selections as models for their own writing.
11. to apply the analytical terminology of the Parkrose literary glossary to a variety of literary forms.
12. to read examples of each of the following forms of literature: essays, poetry, short stories, plays, and novels.

References and Research -- The student will be able to:

1. to use independently a periodical index.
2. to use a Thesaurus correctly.
3. to locate basic materials at the main branch of the Multnomah County Library.

PLANNED COURSE STATEMENT

Date June, 1981

Course Title Journalistic Writing (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 9-11

Prerequisites _____ Credit b, Exam Available? _____Yes _____No

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PLANNED COURSE STATEMENT

Course Title Forms of Literature: The Novel (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 11-12

Prerequisites none Credit by Exam Available? ____Yes __X__No

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PLANNED COURSE STATEMENT

Course Title Forms of Literature: The Short Story(Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 11-12

Prerequisites None Credit by Exam Available? ____Yes X No

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PLANNED COURSE STATEMENT

Course Title Forms of Literature: Poetry (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 11-12

Prerequisites None Credit by Exam Available? ____Yes X No

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PLANNED COURSE STATEMENT

Course Title Forms of Literature: Drama (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 11-12

Prerequisites none Credit by Exam Available? ____Yes __X__No

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PLANNED COURSE STATEMENT

Course Title Language Study (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 11-12

Prerequisites None Credit by Exam Available? ____Yes __X__No

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Course Overview:

This course will examine the semantic aspects of language (verbal and nonverbal). Emphasis will be placed on helping students understand how language shapes their values and what practices will help to increase the clarity of their communication. It will also contain an expository writing core focusing on descriptive and narrative modes. It may be taken for College Prep credit.

Course Goals - The student knows that:

1. semantics is the study of meaning.
2. communication, as a 2-way process, is dependent upon a system of symbols.
3. language symbol meanings are in people, not in words.
4. communication depends upon mutual agreement, by the sender and receiver, on the referent for the symbol.
5. language is by nature limited in its adequacy to represent reality.
6. people see things differently.
7. established assumptions can make one miss the clues that lead to discovery. (What we see is always influenced by what we take for granted.)
8. a change in perception means changing one's assumption about a situation.
9. a person's perception is organized so that the person responds more easily to messages which are organized in a manner consistent with concept or subject matter.
10. a person's perception is variable (that one perceives what one expects, or is set to see what one's maturity, experience and learning style make more likely for one to perceive).
11. the devices used as means of persuation may be employed for deliberate misuse of language and deliberate distortion of logic.
12. when messages, intention and expectations have been clarified, wrong assumptions may be corrected and parties who were in conflict may discover common needs or value principles.
13. verbal and nonverbal language reflect a culture's interest, values and activities.

The student is able to:

14. identify values and value principles through analysis of his/her own statements, decision and behavior.
15. examine critically the use by himself/herself and others of value words (rights, should, good, bad).
16. demonstrate ways in which language affects individual perception and thought.
17. demonstrate ways in which the common metaphors of a language influence and reflect experience (in English: visual - "reflect;" linear - "toe the line;" animal - "sly as a fox;" and color - "whitewash").
18. reduce language practices that lead to misunderstanding and confusion.
19. increase language practices that lead to understanding and reduce confusion.

PLANNED COURSE STATEMENT

Date June 1979

Course Title College Prep English (CP) (Selective) Department English

Length of Course 36 weeks Term Hours 15 Grade Level 11-12

Prerequisites None Credit by Exam Available? ____Yes __X__No

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PLANNED COURSE STATEMENT

Date June, 1981

Course Title Senior English (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 12

Prerequisites _____ Credit by Exam Available? _____Yes _____No

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PLANNED COURSE STATEMENT

Course Title Shakespeare (CP) (Elective) Department English

Length of Course 12 weeks Term Hours 5 Grade Level 12

Prerequisites None Credit by Exam Available? ____Yes _X_No

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PLANNED COURSE STATEMENT

Course Title Annual (Elective) Department English

Length of Course 36 weeks Term Hours 15 Grade Level 10-11-12

Prerequisites Consent of Instructor Credit by Exam Available? ____Yes X No

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PLANNED COURSE STATEMENT

Course Title Equestrian (Elective) Department English

Length of Course 36 weeks Term Hours 15 Grade Level 12

Prerequisites Consent of Instructor Credit by Exam Available? ____Yes __X__No

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PLANNED COURSE STATEMENT

Date June, 1981

Course Title Humanities: Global Studies (CP) (Selective) Department English

Length of Course 36 weeks Term Hours 15 Grade Level 9th & 10th

Prerequisites Admission to Program Credit by Exam Available? ____Yes ____No

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2.5 is able to analyze and evaluate his or her own writing with intent to improve it and to revise accordingly.

2.6 is able to meet the district writing competencies.

3.0 STUDY SKILLS

The Student:

3.1 is able to prepare for discussion, oral presentation, and/or debate.

3.2 is able to listen critically, forming tentative judgment until all information and ideas are in.

3.3 is able to follow the speaker's organization, distinguish between main idea and supporting data and recognize logical arrangement in speeches, e.g., cause and effect or problem and solution.

3.4 is able to use methods of research to acquire and organize data.

3.5 is able to use strategies such as Bloom's Taxonomies of Major Categories in the Cognitive and Affective Domains as inquiry aids or procedures.

4.0 ANALYSIS

The Student:

4.1 is able to recognize levels of abstraction (fact and opinion), determine structure and meaning in statements and passages and identify bias.

4.2 is able to analyze critically both writing and speeches, e.g., evaluating the validity of the speaker's or writer's authority and recognizing assumptions and their significances.

5.0 LANGUAGE

The Student:

5.1 is able to trace the origins and development of the English language.

5.2 is able to use the structures and conventions of English to communicate information, ideas, moods and feelings.

5.3 is able to meet the district analyzing competencies.

6.0 HUMANITIES

The Student:

6.1 is able to perceive, analyze, interpret and evaluate humanities materials as they reflect historical eras, cultural traits and human values.

7.0 STRUCTURE OF THE INTELLECT

The Student:

7.1 will participate in appropriate experiences and activities with materials from Guilford's Structure of the Intellect.

PLANNED COURSE STATEMENT

Course Title Humanities: English (CP) (Selective) Department English

Length of Course 36 weeks Term Hours 15 Grade Level 11

Prerequisites Admission to Program Credit by Exam Available? ____Yes ____No

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Parkrose Public Schools

Reading Goals for Grades 7 - 12

June, 1977

1.3 The student comprehends the printed material needed to succeed in his/her educational, vocational, social and personal interests and inquiries.

COMPETENCIES	INDICATORS
The Student is able to:	The Student:
1.3.1 comprehend the author's main idea.	1.3.1.1 after reading a minimum of five selections, (approximate 8th-grade level), will identify the main idea in each. (80% accuracy) (performance level required for graduation)
	1.3.1.2 after reading a minimum of five selections, (approximate 9th-grade level), will identify the main idea in each. (80% accuracy)
	1.3.1.3 after reading a minimum of five selections, (approximate 10th-grade level), will identify the main idea in each. (80% accuracy)
	1.3.1.4 after reading a minimum of five selections, (approximate 11th-grade level), will identify the main idea in each. (80% accuracy)
	1.3.1.5 after reading a minimum of five selections, (12th-grade level or above), will identify the main idea in each. (80% accuracy)
1.3.2 comprehend an author's organizational plan, and the presentation of subordinate details to support the main idea.	1.3.2.1 given a minimum of two selections, (8th-grade level), and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy) (performance level required for graduation)

COMPETENCIES	INDICATORS
The Student is able to:	The Student:
	1.3.2.2 given a minimum of two selections, (9th-grade level), and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy)
	1.3.2.3 given a minimum of two selections, (10th-grade level), and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy)
	1.3.2.4 given a minimum of two selections, (11th-grade level), and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy)
	1.3.2.5 given a minimum of two selections, (12th-grade level or above), and the main idea for each, will identify the subordinate details that support the main idea. (80% accuracy)
1.3.3 order events, ideas, or time sequentially in selected reading.	1.3.3.1 given a minimum of two selections, (8th-grade level), will identify the sequential order of events, ideas or time. (80% accuracy) (performance level required for graduation)
	1.3.3.2 given a minimum of two selections, (9th-grade level), will identify the sequential order of events, ideas or time. (80% accuracy)

COMPETENCIES	INDICATORS
The Student is able to:	The Student:
	1.3.3.3 given a minimum of two selections, (10th-grade level), will identify the sequential order of events, ideas or time. (80% accuracy)
	1.3.3.4 given a minimum of two selections, (11th-grade level), will identify the sequential order of events, ideas or time. (80% accuracy)
	1.3.3.5 given a minimum of two selections, (12th-grade level or above), will identify the sequential order of events, ideas or time. (80% accuracy)
1.3.4 draw relationships from material read.	1.3.4.1 given a selection (8th-grade level), and a number of responses for each, will identify the response best related to the selection. (80% accuracy) (performance level required for graduation)
	1.3.4.2 given a selection (9th-grade level), and a number of responses for each, will identify the response best related to the selection. (80% accuracy)
	1.3.4.3 given a selection (10th-grade level), and a number of responses for each, will identify the response best related to the selection. (80% accuracy)
	1.3.4.4 given a selection (11th-grade level), and a number of responses for each, will identify the response best related to the selection. (80% accuracy)

COMPETENCIES	INDICATORS
The Student is able to:	The Student:
	1.3.4.5 given a selection (12th-grade level or above), and a number of responses for each, will identify the response best related to the selection. (80% accuracy)
1.3.5 comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.	1.3.5.1 given five selections containing words (8th-grade level), to be defined, will identify the meaning of each. (80% accuracy) (performance level required for graduation)
	1.3.5.2 given five selections containing words (9th-grade level), to be defined, will identify the meaning of each. (80% accuracy)
	1.3.5.3 given five selections containing words (10th-grade level), to be defined, will identify the meaning of each. (80% accuracy)
	1.3.5.4 given five selections containing words (11th-grade level), to be defined, will identify the meaning of each. (80% accuracy)
	1.3.5.5 given five selections containing words (12th-grade level or above), to be defined, will identify the meaning of each. (80% accuracy)
1.3.6 draw inferences from material read.	1.3.6.1 given three selections (8th-grade level), and a list of conclusions, will identify the most suitable inference implied. (80% accuracy) (performance level required for graduation)

COMPETENCIES	INDICATORS
The Student is able to:	The Student:
	1.3.6.2 given three selections (9th-grade level), and a list of conclusions, will identify the most suitable inference implied. (80% accuracy)
	1.3.6.3 given three selections (10th-grade level), and a list of conclusions, will identify the most suitable inference implied. (80% accuracy)
	1.3.6.4 given three selections (11th-grade level), and a list of conclusions, will identify the most suitable inference implied. (80% accuracy)
	1.3.6.5 given three selections (12th-grade level or above), and a list of conclusions, will identify the most suitable inference implied. (80% accuracy)

Additional Reading Goals Required in High School:

1.3.7 knows that various mechanical factors affect reading rate. (e.g., vocalization, eye span, stationary head and fingers)

1.3.8 adjusts his/her reading rate to the type of material, level of difficulty, familiarity with subject, and purpose for reading.

1.3.9 knows procedures for effective study. (e.g., SQ3R, preview, read, and review).

1.3.10 knows that stopping periodically to review and accurately paraphrase the material he or she is reading is an aid to recall and comprehension.

1.3.11 is able to skim-read a selection for main ideas, general format, organization and style preliminary to in-depth reading.

1.3.12 knows how to read critically and select textural evidence he/she believes supports an author's opinion or attitude toward a subject.

1.3.13 is able to assess the validity of material on the basis of the author's conflicting statements by other authors.

Graduation Requirements

Certification of Competencies

Personal Development

1.0 Communication

1.1 Listening

1.2 Speaking

Listening and speaking competencies shall be included in a speech course at the 9th-grade level. Successful completion of the course shall be sufficient evidence that these minimum competencies have been mastered.

1.3 Reading

The Parkrose Reading Competency Test shall be used to determine the student's performance level in this skill. Those students who meet or exceed the performance level specified in the Language Arts Curriculum Guide shall be certified. The test may be administered to 7th-grade students in the spring term, and shall be administered to all 8th-grade students.

Any student not certified by the above procedures shall be assigned to an appropriate skill building program in basic communication skills in the 9th-grade.

Certification in subsequent years shall depend upon satisfying the performance objectives for the competencies established in the District's Graduation Requirements for reading, as demonstrated by performance on a criterion referenced test written for this purpose. This test shall be administered to 7th-graders in the spring term.

1.4 Writing

The 9th-grade language arts classes shall emphasize writing skills, particularly those competencies established in the District's Graduation Requirements, sub-area 1.0 "Communication," program goal 1.4. Criterion referenced test items geared to these competencies shall be administered to all 9th-grade students in Parkrose, and those students successfully completing this test shall be certified in this skill are. These students not certified shall be assigned to a language arts class which includes instruction in writing skills as a primary emphasis. Students will continue in such a class until the desired proficiency level is reached.

TEST INFORMATION

Graduation Requirements

Program Goal 1.1 (Listening): The student's performance level with respect to the competencies and indicators in listening shall be determined by the teacher's judgment.

Program Goal 1.2 (Speaking): The student's performance level with respect to the competencies and indicators in speaking shall be determined by the teacher's judgment.

Program Goal 1.3 (Reading): The student's performance level with respect to the competencies and indicators in reading shall be determined by his/her score on the District's Reading Competency Test.

Program Goal 1.4 (Writing): The evaluation procedure for each competency is as follows:

Competency 1.4.1 (Punctuation and Capitalization): The student's performance level shall be determined by his/her score on the District's "Capitalization and Punctuation Competency Test."

Competency 1.4.2 (Spelling): The student's performance level shall be determined by his/her score on the District's "Spelling Competency Test."

Competency 1.4.3 (Sentences): The student's performance level with respect to indicator 1.4.3.1 shall be determined by teacher judgment, following the procedures specified in this guide.

Competency 1.4.4 (Paragraphs): The student's performance level with respect to indicator 1.4.4.1 shall be determined by teacher judgment, following the procedure specified in this guide.

TEST PROCEDURES

District competency tests will be supplied on request by the Coordinator of Program Evaluation. A department should notify the C.P.E. approximately two weeks before a test is needed, specifying the competencies to be tested, and the number of tests and answer sheets required. District competency tests shall be administered under the direction of the C.P.E. All competency tests shall be scored by the C.P.E. and results thereof reported to those concerned.

The following procedures shall be followed in testing indicators 1.4.3.1 (sentences) and 1.4.4.1 (paragraphs).

1.4.3.1 (Sentences): The teacher will provide each student with a series (list) of subjects. From this list, each student will choose ten, and write an original sentence for each of the subjects. In order to be judged satisfactory, the sentence must be a complete sentence, neither fragmented nor run together. Appropriate capitalization and punctuation must be used. Eight of the ten sentences must be satisfactory for the student to meet certification requirements.

1.4.4.1 (Paragraphs): The teacher will provide each student with a series (list) of subjects. The student will choose one and write a paragraph at least six sentences in length about that subject. The paragraph need not have a title, but will contain a topic sentence. The paragraph will contain complete sentences, no confusion of pronoun and antecedent, and no more than one spelling error. The student may use a dictionary. Three out of four consecutive paragraphs must be satisfactory for the student to meet certification requirements.

STATE DEPARTMENT OF EDUCATION
Salem, Oregon

DALE LIST OF 3000 FAMILIAR WORDS

a
able
aboard
about
above
absent
accept
accident
account
ache (ing)
acorn
acre
across
act (s)
add
address
admire
adventure
afar
afraid
after
afternoon
afterward (s)
again
against
age
aged
ago
agree
ah
ahead
aid
aim
air
airfield
airport
airplane
airship
airy
alarm
alike
alive
all
alley
alligator
allow
almost
alone
along
aloud

already
also
always
am
America
American
among
amount
an
and
angel
anger
angry
animal
another
answer
ant
any
anybody
anyhow
anyone
anything
anyway
anywhere
apart
apartment
ape
apiece
appear
apple
April
apron
are
aren't
arise
arithmetic
arm
armful
army
arose
around
arrange
arrive (d)
arrow
art
artist
as
ash (es)
aside
ask

asleep
at
ate
attack
attend
attention
August
aunt
author
auto
automobile
autumn
avenue
awake (n)
away
awful (ly)
awhile
ax

baa
babe
baby (ies)
back
background
backward (s)
bacon
bad (ly)
badge
bag
bake (r)
baking
bakery
ball
balloon
banana
band
bandage
bang
banjo
bank (er)
bar
barber
bare (ly)
barefoot
bark
barn
barrel
base
baseball
basement

basket
bat
batch
bath
bathe
bathing
bathroom
bathtub
battle
battleship
bay
be (ing)
beach
bead
beam
bean
bear
beard
beast
beat (ing)
beautiful
beautify
beauty
became
because
become
becoming
bed
bedbug
bedroom
bedspread
bedtime
bee
beech
beef
beefsteak
beehive
been
beer
beet
before
beg
began
beggar
begged
begin
beginning
begun
behave
behind

believe
bell
belong
below
belt
beneath
bench
bend
bent
berry (ies)
beside (s)
best
bet
better
between
bib
bible
bicycle
bid
big (ger)
bill
billboard
bin
bind
bird
birth
birthday
biscuit
bit
bite
biting
bitter
black
blackberry
blackbird
blackboard
blackness
blacksmith
blame
blank
blanket
blast
blaze
bleed
bless
blessing
blew
blind (s)
blindfold
block

blood
bloom
blossom
blot
blow
blue
blueberry
bluebird
bluejay
blush
board
boast
boat
bob
bobwhite
body (ies)
boil (er)
bold
bone
bonnet
boo
book
bookcase
bookkeeper
boom
boot
born
borrow
boss
both
bother
bottle
bottom
bought
bounce
bow
bowl
bow wow
box (es)
boxcar
boxer
boy
boyhood
bracelet
brain
brake
bran
branch
brass
brave
bread
break
breakfast
breast
breath
breathe
breeze
brick
bride
bridge
bright
brightness
bring
broad
broadcast
broke (n)
brook
broom
brother
brought
brown
brush
bubble
bucket
buckle
bud
buffalo
bug
buggy
build
building
built
bulb
bull
bullet
bum
bumblebee
bump
bun
bunch
bundle
bunny
burn
burst
bury
bus
bush
bushel
business
busy
but
butcher
butt
butter
buttercup
butterfly
buttermilk
butterscotch
button
buttonhole
buy
buzz
by
bye
cab
cabbage
cabin
cabinet
cackle
cage
cake
calendar
calf
call (er)(ing)
came
camel
camp
campfire
can
canal
canary
candle
candlestick
candy
cane
cannon
cannot
canoe
can't
canyon
cap
cape
capital
captain
car
card
cardboard
care
careful
careless
carelessness
carload
carpenter
carpet
carriage
carrot
carry
cart
carve
case
cash
cashier
castle
cat
catbird
catch
catcher
caterpillar
catfish
catsup
cattle
caught
cause
cave
ceiling
cell
cellar
cent
center
cereal
certain (ly)
chain
chair
chalk
champion
chance
change
chap
charge
charm
chart
chase
chatter
cheap
cheat
check
checkers
cheek
cheer
cheese
cherry
chest
chew
chick
chicken
chief
child
childhood
children
chill (y)
chimney
chin
china
chip
chipmunk
chocolate
choice
choose
chop
chorus
chose (n)
christen
Christmas
church
churn
cigarette
circle
circus
citizen
city
clang
clap
class
classmate
classroom
claw
clay
clean (er)
clear
clerk
clever
click
cliff
climb
clip
cloak
clock
close
closet
cloth
clothes
clothing
cloud (y)
clover
clown
club
cluck
clump
coach
coal
coast
coat
cob
cobbler
cocoa

coconut
cocoon
cod
codfish
coffee
coffeepot
coin
cold
collar
college
color (ed)
colt
column
comb
come
comfort
comic
coming
company
compare
conductor
cone
connect
coo
cook (ed)
cook (ing)
cooky (ies)
cool (er)
coop
copper
copy
cord
cork
corn
corner
correct
cost
cot
cottage
cotton
couch
cough
could
couldn't
count
counter
country
county
course
court
cousin
cover
cow
coward (ly)
cowboy
cozy
crab
crack
cracker
cradle
cramps
cranberry
crank (y)
crash
crawl
crazy
cream(y)
creek
creep
crept
cried
croak
crook (ed)
crop
cross (ing)
cross-eyed
crow
crowd (ed)
crown
cruel
crumb
crumble
crush
crust
cry (ies)
cub
cuff
cup
cupboard
cupful
cure
curl (y)
curtain
curve
cushion
custard
customer
cut
cute
cutting
dab
dad
daddy
daily
dairy
daisy
dam
damage
dame
damp
dance (r)
dancing
dandy
danger (ous)
dare
dark (ness)
darling
darn
dart
dash
date
daughter
dawn
day
daybreak
daytime
dead
deaf
deal
dear
death
December
decide
deck
deed
deep
deer
defeat
defend
defense
delight
den
dentist
depend
deposit
describe
desert
deserve
desire
desk
destroy
devil
dew
diamond
did
didn't
die (d) (s)
difference
different
dig
dim
dime
dine
ding-dong
dinner
dip
direct
direction
dirt (y)
discover
dish
dislike
dismiss
ditch
dive
diver
divide
do
dock
doctor
does
doesn't
dog
doll
dollar
dolly
done
donkey
don't
door
doorbell
doorknob
doorstep
dope
dot
double
dough
dove
down
downstairs
downtown
dozen
drag
drain
drank
draw (er)
draw (ing)
dream
dress
dresser
dressmaker
drew
dried
drift
drill
drink
drip
drive (n)
driver
drop
drove
drown
drowsy
drug
drum
drunk
dry
duck
due
dug
dull
dumb
dump
during
dust (y)
duty
dwarf
dwell
dwelt
dying
each
eager
eagle
ear
early
earn
earth
east (ern)
easy
eat
edge
egg
eh
eight
eighteen
eighth
eighty
either
elbow
elder
eldest
electric
electricity
elephant
eleven

elf
elm
else
elsewhere
empty
end (ing)
enemy
engine
engineer
English
enjoy
enough
enter
envelope
equal
erase (r)
errand
escape
eve
even
evening
ever
every
everybody
everyday
everyone
everything
everywhere
evil
exact
except
exchange
excited
exciting
excuse
exit
expect
explain
extra
eye
eyebrow
fable
face
facing
fact
factory
fail
faint
fair
fairy
faith
fake
fall
false
family
fan
fancy
far
faraway
fare
farmer
farm (ing)
far-off
farther
fashion
fast
fasten
fat
father
fault
favor
favorite
fear
feast
feather
February
fed
feed
feel
feet
fell
fellow
felt
fence
fever
few
fib
fiddle
field
fife
fifteen
fifth
fifty
fig
fight
figure
file
fill
film
finally
find
fine
finger
finish
fire
firearm
firecracker
fireplace
fireworks
firing
first
fish
fisherman
fist
fit (s)
five
fix
flag
flake
flame
flap
flash
flashlight
flat
flea
flesh
flew
flies
flight
flip
flip-flop
float
flock
flood
floor
flop
flour
flow
flower (y)
flutter
fly
foam
fog
foggy
fold
folks
follow (ing)
fond
food
fool
foolish
foot
football
footprint
for
forehead
forest
forget
forgive
forgot (ten)
fork
form
fort
forth
fortune
forty
forward
fought
found
fountain
four
fourteen
fourth
fox
frame
free
freedom
freeze
freight
French
fresh
fret
Friday
fried
friend (ly)
friendship
frighten
frog
from
front
frost
frown
froze
fruit
fry
fudge
fuel
full (y)
fun
funny
fur
furniture
further
fuzzy
gain
gallon
gallop
game
gang
garage
garbage
garden
gas
gasoline
gate
gather
gave
gay
gear
geese
general
gentle
gentleman
gentlemen
geography
get
getting
giant
gift
gingerbread
girl
give (n)
giving
glad (ly)
glance
glass (es)
gleam
glide
glory
glove
glow
glue
go (ing)
goes
goal
goat
gobble
God (g)
godmother
gold
goldfish
golf
gone
good (s)
good-by (bye)
good-looking
goodness
goody
goose
gooseberry
got
govern
government
gown
grab

gracious
grade
grain
grand
grandchild
grandchildren
granddaughter
grandfather
grandma
grandmother
grandpa
grandson
grandstand
grape (s)
grapefruit
grass
grasshopper
grateful
grave
gravel
graveyard
gravy
gray
graze
grease
great
green
greet
grew
grind
groan
grocery
ground
group
grove
grow
guard
guess
guest
guide
gulf
gum
gun
gunpowder
guy
ha
habit
had
hadn't
hail
hair
haircut
hairpin
half
hall
halt
ham
hammer
hand
handful
handkerchief
handle
handwriting
hang
happen
happily
happiness
happy
harbor
hard
hardly
hardship
hardware
hare
hark
harm
harness
harp
harvest
has
hasn't
haste (n)
hasty
hat
hatch
hatchet
hate
haul
have
haven't
having
hawk
hay
hayfield
haystack
he
head
headache
heal
health (y)
heap
hear (ing)
heard
heart
heat (er)
heaven
heavy
he'd
heel
height
held
hell
he'll
hello
helmet
help (er)
helpful
hem
hen
henhouse
her (s)
herd
here
here's
hero
herself
he's
hey
hickory
hid
hidden
hide
high
highway
hill
hillside
hilltop
hilly
him
himself
hind
hint
hip
hire
his
hiss
history
hit
hitch
hive
ho
hoe
hog
hold (er)
hole
holiday
hollow
holy
home
homely
homesick
honest
honey
honeybee
honeymoon
honk
honor
hood
hoof
hook
hoop
hop
hope (ful)
hopeless
horn
horse
horseback
horseshoe
hose
hospital
host
hot
hotel
hound
hour
house
housetop
housewife
housework
how
however
howl
hug
huge
hum
humble
hump
hundred
hung
hunger
hungry
hunk
hunt (er)
hurrah
hurried
hurry
hurt
husband
hush
hut
hymn
I
ice
icy
I'd
idea
ideal
if
ill
I'll
I'm
important
impossible
improve
in
inch (es)
income
indeed
Indian
indoors
ink
inn
insect
inside
instant
instead
insult
intend
interested
interesting
into
invite
iron
is
island
isn't
it
its
it's
itself
I've
ivory
ivy
jacket
jacks
jail
jam
January
jar
jaw
jay
jelly
jellyfish
jerk
jig

job
jockey
join
joke
joking
jolly
journey
joy (ful)
joyous
judge
jug
juice
juicy
July
jump
June
junior
junk
just
keen
keep
kept
kettle
key
kick
kid
kill (ed)
kind (ly)
kindness
king
kingdom
kiss
kitchen
kite
kitten
kitty
knee
kneel
knew
knife
knit
knives
knob
knock
knot
know
known
lace
lad
ladder
ladies
lady
laid
lake
lamb
lame
lamp
land
lane
language
lantern
lap
lard
large
lash
lass
last
late
laugh
laundry
law
lawn
lawyer
lay
lazy
lead
leader
leaf
leak
lean
leap
learn (ed)
least
leather
leave (ing)
led
left
leg
lemon
lemonade
lend
length
less
lesson
let
let's
letter
letting
lettuce
level
liberty
library
lice
lick
lid
lie
life
lift
light (ness)
lightening
like
likely
liking
lily
limb
lime
limp
line
linen
lion
lip
list
listen
lit
little
live (s)
lively
liver
living
lizard
load
loaf
loan
loaves
lock
locomotive
log
lone
lonely
lonesome
long
look
lookout
loop
loose
lord
lose (r)
loss
lost
lot
loud
love
lovely
lover
low
luck (y)
lumber
lump
lunch
lying
ma
machine
machinery
mad
made
magazine
magic
maid
mail
mailbox
mailman
major
make
making
male
mama
manma
man
manager
mane
manger
many
map
maple
marble
march (M)
mare
mark
market
marriage
married
marry
mask
mast
master
mat
match
matter
mattress
may (M)
maybe
mayor
maypole
me
meadow
meal
mean (s)
meant
measure
meat
medicine
meet (ing)
melt
member
men
mend
meow
merry
mess
message
met
metal
mew
mice
middle
midnight
might (y)
mile
milk
milkman
mill
miller
million
mind
mine
miner
mint
minute
mirror
mischief
miss (M)
misspell
mistake
misty
mitt
mitten
mix
moment
Monday
money
monkey
month
moo
moon
moonlight
moose
mop
more
morning
morrow
moss
most (ly)
mother
motor
mount

mountain
mouse
mouth
move
movie
movies
moving
mow
Mr., Mrs.
much
mud
muddy
mug
mule
multiply
murder
music
must
my
myself
nail
name
nap
napkin
narrow
nasty
naughty
navy
near
nearby
nearly
neat
neck
necktie
need
needle
needn't
Negro
neighbor
neighborhood
neither
nerve
nest
net
never
nevermore
new
news
newspaper
next
nibble
nice
nickel
night
nightgown
nine
nineteen
ninety
no
nobody
nod
noise
noisy
[illegible]
[illegible]
nor
north (ern)
nose
not
note
nothing
notice
November
now
nowhere
number
nurse
nut
oak
oar
oatmeal
oats
obey
ocean
o'clock
October
odd
of
off
offer
office
officer
often
oh
oil
old
old-fashioned
on
once
one
onion
only
onward
open
or
orange
orchard
order
ore
organ
other
otherwise
ouch
ought
our (s)
ourselves
out
outdoors
outfit
outlaw
outline
outside
outward
oven
over
overalls
overcoat
overeat
overhead
overhear
overnight
overturn
owe
owing
owl
own (er)
ox
pa
pace
pack
package
pad
page
paid
pail
pain (ful)
paint (er)
painting
pair
pal
palace
pale
pan
pancake
pane
pansy
pants
papa
paper
parade
pardon
parent
park
part (ly)
partner
party
pass
passenger
past
paste
pasture
pat
patch
path
patter
pave
pavement
paw
pay
payment
pea (s)
peace (ful)
peach (es)
peak
peanut
pear
pearl
peck
peek
peel
peep
peg
pen
pencil
penny
people
pepper
peppermint
perfume
perhaps
person
pet
phone
piano
pick
pickle
picnic
picture
pie
piece
pig
pigeon
piggy
pile
pill
pillow
pin
pine
pineapple
pink
pint
pipe
pistol
pit
pitch
pitcher
pity
place
plain
plan
plane
plant
plate
platform
platter
play (er)
playground
playhouse
playmate
plaything
pleasant
please
pleasure
plenty
plow
plug
plum
pocket
pocketbook
poem
point
poison
poke
pole
police
policeman
polish
polite
pond
ponies
pony
pool
poor
pop
popcorn

popped
porch
pork
possible
post
postage
postman
pot
potato (es)
pound
pour
powder
power (ful)
praise
pray
prayer
prepare
present
pretty
price
prick
prince
princess
print
prison
prize
promise
proper
protect
proud
prove
prune
public
puddle
puff
pull
pump
pumpkin
punch
punish
pup
pupil
puppy
pure
purple
purse
push
puss
pussy
pussycat
put
putting
puzzle

quack
quart
quarter
queen
queer
question
quick (ly)
quiet
quilt
quit
quite
rabbit
race
rack
radio
radish
rag
rail
railroad
railway
rain (y)
rainbow
raise
raisin
rake
ram
ran
ranch
rang
rap
rapidly
rat
rate
rather
rattle
raw
ray
reach
read
reader
reading
ready
real
really
reap
rear
reason
rebuild
receive
recess
record
red
redbird

redbreast
refused
reindeer
rejoice
remain
remember
remind
remove
rent
repair
repay
repeat
report
rest
return
review
reward
rib
ribbon
rice
rich
rid
riddle
ride (r)
riding
right
rim
ring
rip
ripe
rise
rising
river
road
roadside
roar
roast
rob
robber
robe
robin
rocky
rocket
rode
roll
roller
roof
room
rooster
root
rope
rose
rosebud

rot
rotten
rough
round
route
row
rowboat
royal
rub
rubbed
rubber
rubbish
rug
rule (r)
rumble
run
rung
runner
running
rush
rust (y)
rye
sack
sad
saddle
sadness
safe
safety
said
sail
sailboat
sailor
saint
salad
sale
salt
same
sand (y)
sandwich
sang
sank
sap
sash
sat
satin
satisfactory
Saturday
sausage
savage
save
savings
saw
say

scab
scales
scare
scarf
school
schoolboy
schoolhouse
schoolmaster
schoolroom
scorch
score
scrap
scrape
scratch
scream
screen
screw
scrub
sea
seal
seam
search
season
seat
second
secret
see (ing)
seed
seek
seem
seen
seesaw
select
self
selfish
sell
send
sense
sent
sentence
separate
September
servant
serve
service
set
setting
settle
settlement
seven
seventeen
seventh
seventy

several
sew
shade
shadow
shady
shake (r)
shaking
shall
shame
shan't
shape
share
sharp
shave
she
she'd
she'll
she's
shear (s)
shed
sheep
sheet
shelf
shell
shepherd
shine
shining
shiny
ship
shirt
shock
show
shoemaker
shone
shook
shoot
shop
shopping
shore
shot
should
shoulder
shouldn't
shout
shovel
show
shower
shut
shy
sick (ness)
side
sidewalk
sideways
sigh
sight
sign
silence
silent
silk
sill
silly
silver
simple
sin
since
sing
singer
single
sink
sip
sir
sis
sissy
sister
sit
sitting
six
sixteen
sixth
sixty
size
skate
skater
ski
skin
skip
skirt
sky
slam
slap
slate
slave
sled
sleep (y)
sleeve
sleigh
slept
slice
slid
slide
sling
slip
slipped
slipper
slippery
slit
slow (ly)
sly
smack
small
smart
smell
smile
smoke
smooth
snail
snake
snap
snapping
sneeze
snow (y)
snowball
snowflake
snuff
snug
so
soak
soap
sob
socks
sod
soda
sofa
soft
soil
sold
soldier
sole
some
somebody
somehow
someone
something
sometime (s)
somewhere
son
song
soon
sore
sorrow
sorry
sort
soul
sound
soup
sour
south (ern)
space
spade
spank
sparrow
speak (er)
spear
speech
speed
spell (ing)
spend
spent
spider
spike
spill
spin
spinach
spirit
spit
splash
spoil
spoke
spook
spoon
sport
spot
spread
spring
springtime
sprinkle
square
squash
squeak
squeeze
squirrel
stable
stack
stage
stair
stall
stamp
stand
star
stare
start
starve
state
station
stay
steak
steal
steam
steamboat
steamer
steel
steep
steeple
steer
stem
step
stepping
stick (y)
stiff
still (ness)
sting
stir
stitch
stock
stocking
stole
stone
stood
stool
stoop
stop
stopped
stopping
store
stork
stories
storm (y)
story
stove
straight
strange (r)
strap
straw
strawberry
stream
street
stretch
string
strip
stripes
strong
stuck
study
stuff
stump
stung
subject
such
suck
sudden
suffer
sugar
suit
sum
summer

sun
Sunday
sunflower
sung
sunk
sunlight
sunny
sunrise
sunset
sunshine
supper
suppose
sure (ly)
surface
surprise
swallow
swam
swamp
swan
swat
swear
sweat
sweater
sweep
sweet (ness)
sweetheart
swell
swept
swift
swim
swimming
swing
switch
sword
swore
table
tablecloth
tablespoon
tablet
tack
tag
tail
tailor
take (n)
taking
tale
talk (er)
tall
tame
tan
tank
tap
tape
tar
tardy
task
taste
taught
tax
tea
teach (er)
team
tear
tease
teaspoon
teeth
telephone
tell
temper
ten
tennis
tent
term
terrible
test
than
thank (s)
thankful
Thanksgiving
that
that's
the
theater
thee
their
them
then
there
these
they
they'd
they'll
they're
they've
thick
thief
thimble
thin
thing
think
third
thirsty
thirteen
thirty
this
tho
thorn
those
though
thought
thousand
thread
three
threw
throat
throne
through
throw (n)
thumb
thunder
Thursday
thy
tick
ticket
tickle
tie
tiger
tight
till
time
tin
tinkle
tiny
tip
tiptoe
tire
tired
'tis
title
to
toad
toadstool
toast
tobacco
today
too
together
toilet
told
tomato
tomorrow
ton
tone
tongue
tonight
too
took
tool
toot
tooth
toothbrush
toothpick
top
tore
torn
toss
touch
tow
toward (s)
towel
tower
town
toy
trace
track
trade
train
tramp
trap
tray
treasure
treat
tree
trick
tricycle
tried
trim
trip
trolley
trouble
truck
true
truly
trunk
trust
truth
try
tub
Tuesday
tug
tulip
tumble
tune
tunnel
turkey
turn
turtle
twelve
twenty
twice
twig
twin
two
ugly
umbrella
uncle
under
understand
underwear
undress
unfair
unfinished
unfold
unfriendly
unhappy
unhurt
uniform
United States
unkind
unknown
unless
unpleasant
until
unwilling
up
upon
upper
upset
upside
upstairs
uptown
upward
us
use (d)
useful
valentine
valley
valuable
value
vase
vegetable
velvet
very
vessel
victory
view
village
vine
violet
visit
visitor
voice
vote
way
wagon

waist
wait
wake (n)
walk
wall
walnut
want
war
warm
warn
was
wash (er)
washtub
wasn't
waste
watch
watchman
water
watermelon
waterproof
wave
wax
way
wayside
we
weak (ness)
weaken
wealth
weapon
wear
weary
weather
weave
web
we'd
wedding
Wednesday
wee
weed
week
we'll
weep
weigh
welcome
well
went
were
we're
west (ern)
wet
we've
whale
what
what's
wheat
wheel
when
whenever
where
which
while
whip
whipped
whirl
whiskey
whisper
whistle
white
who
who'd
while
who'll
whom
who's
whose
why
wicked
wide
wife
wiggle
wild
wildcat
will
willing
willow
win
wind (y)
windmill
window
wine
wing
wink
winner
winter
wipe
wire
wise
wish
wit
witch
with
without
woke
wolf
woman
women
won
wonder
wonderful
won't
wood (en)
woodpecker
woods
wool
woolen
word
wore
work (er)
workman
world
worm
worn
worry
worse
worst
worth
would
wouldn't
wound
wove
wrap
wrapped
wreck
wren
wring
write
writing
written
wrong
wrote
wrung
yard
yarn
year
yell
yellow
yes
yesterday
yet
yolk
yonder
you
you'd
you'll
young
youngster
your (s)
you're
yourself
yourselves
youth
you've